

IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPHS BY APPLYING *THINK-TALK-WRITE* STRATEGY

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ABSTRACT

This study attempts Improving The Students' Achievement In Writing Descriptive Paragraphs By Applying *Think-Talk-Write* Strategy. This study was conducted by using classroom action research. The subject of the research was class XI IPA 1 SMA PARULIAN 1 Medan that consists of 28 students. The data of this study were obtained quantitatively through writing test which shows that the range of students who got score 75 to up is 92.85% and qualitatively from interview sheets, diary notes and observation sheets. Based on the diary notes, observation sheets and interview sheets, it was found that teaching-learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that the Think-talk-write Strategy can improve students' achievement in writing descriptive paragraph. It is suggested that teachers should use Think-talk-write strategy to improving students' writing especially in writing descriptive paragraph.

Keywords : Writing Descriptive, Think-Talk-Write Strategy, Parulian I Medan

Introduction

This study addresses the use of Think-Talk-Write Strategy in Improving the students' achievement in writing descriptive paragraphs. The aim of teaching-learning English as a foreign language commonly define in term of four language skills namely listening, speaking, reading, and writing. According to Lado (1969:249) writing is one of the most important skills in learning language beside listening, reading, and speaking. Mc Crimmon (1988:56) states that writing is the most difficult skill in learning process that allows the writer to explore thoughts and ideas. Some of the students still got score below the standard so they have to do a remedial test to get the standard score.

Some of the above problems, according to the writer it must be overcome in order to write a paragraph description of capabilities do not stick to low ability. Strategy used to improve the ability to write a paragraph description of the strategy Think-Talk-Write by Huinker and Launglin.

Responding to these problems it is necessary to find strategy that will be the solution of this situation. There is one innovative strategy that can be used, it is Think- Talk- Write (TTW). TTW is a strategy that can allow to overcome the above problems. TTW Activities as the teaching strategy should be taken into consideration as an alternative in teaching writing because one of the students' handicaps is lack of self confidence in learning English as a foreign language. It encourages the students to develop their social interaction communicatively. Then, it is expected that after being able to share their problems with other people, they will feel relax and they will be motivated to take parts in teaching-learning activity.

This strategy facilities the students in writing, because it associates ideas and stimulate thinking for generation new ideas. The process of producing clear ideas helps students think, intergrate and apply knowledge and skills, so that it gives good results in improving the students' writing achievement. Based on the discussion above, the writer is inspired to

administer a research about the students' writing improvement by applying Think-Talk-Write as teaching strategy.

The previous researches is doing by Andayani to increase the writing ability in lesson materials The Present Continuous Tense and The Future Continuous Tense for the grade X. From the result of the research theoretically and empirically that using the Think-Talk-Write Strategy can improve the writing ability with the lesson materials The Present Continuous Tense for the grade X SMK Negeri 9 Surakarta. From previous researches on explain that the Think-Talk-Write strategy to improve students' writing. The distinguishes this thesis with previous researchers is the writer use Think-Talk-Write strategy to improve writing descriptive and the previous researchers Think-Talk-Write strategy to improve students writing ability in lesson materials The Present Continuous Tense and The Future Continuous Tense.

Think-Talk-Write (TTW)

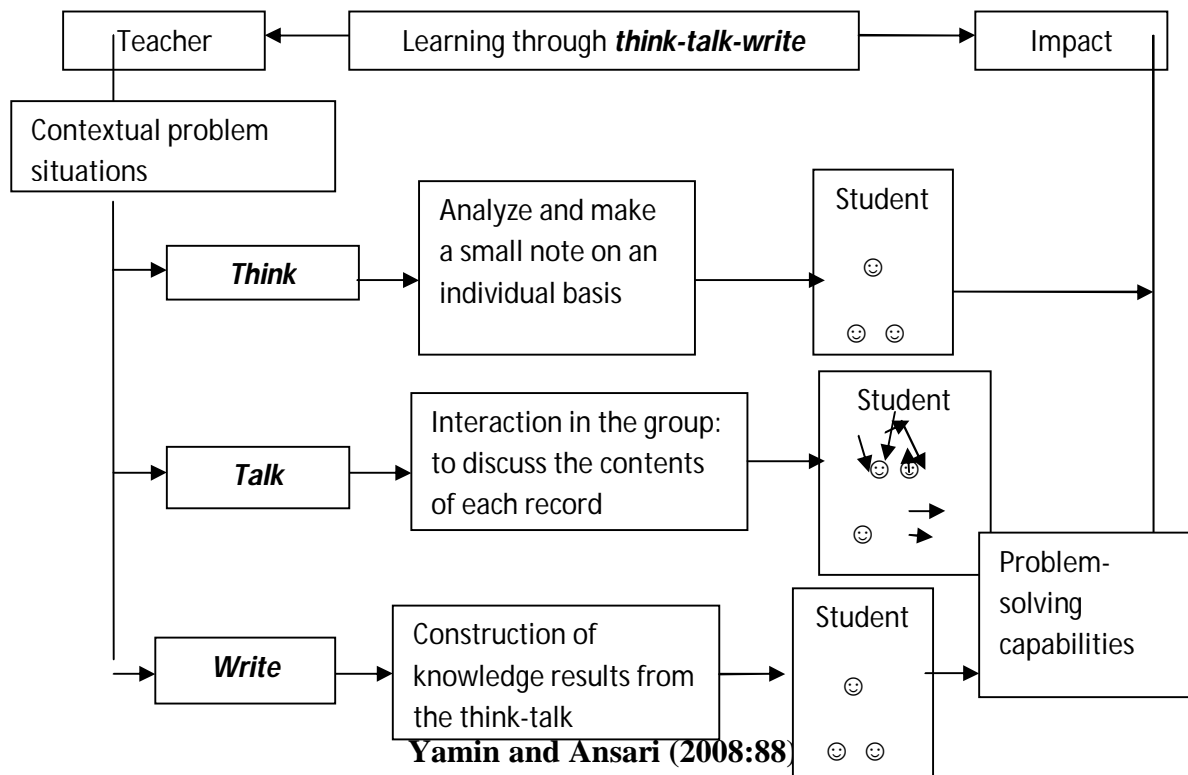
Think-Talk-Write is a strategy introduced by Huinker and Laughlin (in Ansari; 2003:36), these strategies basically built through thinking, speaking, and writing. The flow advances think-talk-write starting from involvement of students in thinking or dialogue with itself after the reading process, then talk and share ideas (sharing) with friend before writing. This atmosphere is more effective if done in group with 4-6 students. In this group of students requested making notes, explaining, listening and sharing ideas with friends and express them through writing. A strategy learning that is expected to develop the ability problem solving is a *Think-Talk-Write* (TTW).

Activity think (think) can be seen from read something clue containing picture and make small note what has been thinking. In making or write a note after reading a clue the students differentiate and unify the ideas presented. According to Wieder Hold (in Yamin and Ansari, 2008: 85) make a record of objective means to analyze and examine the contents of a text written materials. Besides learning a routine to make or write a note after reading stimulates the activity of thinking before, during, and after reading notes to enhance students' knowledge even enhance thinking and writing skills. One benefit of this process is to make the record will be an integral part in the learning setting. After the stage of "think" is completed followed by a phase of "talk" that communicate using language and words they understand. Talk is important because students use their own language to present his idea to build a theory together, sharing strategy allows students to skilled talk. Process communication is done through the students' lives. As individuals who interact with the environment and easy to social. In scientific communication process can be constructed and utilized before writing class. The next phase of the "write" is writing the discussion / dialogue. Activity means constructing the idea of writing, because after a discussion or dialogue between friends, and later expressed through writing. Writing help realize the goal of learning. At this writing activity teachers see students' concept development. Masingila and Wisnowska (in Yamin and Ansari, 2008), suggested activities for teachers to write student can monitor the students' errors, misconceptions, and students' conceptions of the same idea.

According to Silver and Smith (1996:21), the role and duties of teachers in an effort to make effective use of strategic think-talk-write is filed and provides tasks that allow students to engage actively thinking, encourage and listen carefully presented ideas that students orally and in writing, to consider and provide information on what students explored in the

discussion, and to monitor, assess, and encourage students to actively participate. Tasks that prepared students are expected to be the trigger to work actively.

Instructional design strategy of Think-Talk-Write (TTW).



The Procedure of Think-Talk-Write in Descriptive paragraph

According to Silver and Smith (1996:21) there are series that should be follow in setting up Think-Talk-Write Strategy.

1. The teachers devides classroom into several groups. In group consist of 4-6 students.
2. Teacher explain about Descriptive paragraph.(Generic structure and Languages Features).
3. The teacher divides the picture relating to students' daily environment. Example : Picture of Lake Toba
4. Students describe the picture in their imagination and make notes individually small (think). Each student in group describe the picture of Lake Toba with individually, what they think about lake Toba, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

5. Students discuss with friends in groups to discuss the contents of the note they made (talk). In this activity, Students discuss the results of a collection of ideas that they make in individually in the note about what they know of Lake Toba.
Example of a small note from a student in group: Lake Toba has cool water and cool air
6. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
7. The final activity the Students write down the paragraph descriptive that they make in a paper.

Findings

Table 4.1 Students' Score of Orientation Test, Test Cycle I and Test Cycle II During Six Meetings

NO	Initial Name	Orientation Test	Test I	Test II
1	AOP	50	75	85
2	ATS	40	55	75
3	EBS	60	75	80
4	ECS	50	60	85
5	EHM	50	65	85
6	EJS	30	45	75
7	ELP	60	75	80
8	HPT	50	75	90
9	HVS	50	60	85
10	IS	50	65	75
11	IS	55	70	90
12	JGGS	50	70	85
13	JS	40	60	75
14	JTS	35	55	75
15	KRG	50	70	75
16	LTR	60	70	85
17	LFS	50	60	80
18	LYH	30	60	80
19	ML	50	55	75

20	MCL	45	55	80
21	MDS	50	65	80
22	MKS	45	55	60
23	PRP	50	75	90
24	RIM	40	70	75
25	RJS	55	75	90
26	RY	40	60	70
27	SPR	60	75	85
28	YFS	50	60	75
	Total Σ (X)	1345	1810	2240
	Mean X	48.03	64.64	80

The increase of the students' score in writing descriptive paragraph can be seen from the mean of students' score from orientation test until the test in Cycle II. The mean in test in Cycle I (64.64) was higher than mean in Orientation test (48.03) because during the teaching learning process most of the students did not pay attention well to the teacher's instruction and explanation, they hesitate to ask some more difficulties they found.

In the test in Cycle II the mean of the score increase (80.00) because during the teaching learning process the students' paid attention to the teacher's explanation and instruction well, they became more active, they did not hesitate and were not doubtful to ask question/something and they are discussed actively in the group.

Discussion

The writer took the data from quantitative and qualitative data from all meetings. The orientation test shown that, students competences' was still low in writing especially in writing descriptive because they had less knowledge about generic structure and language features. The first cycle of research was done and they were taught by the application of think-talk-write strategy. The score got improvement from orientation. After that the second cycle conducted to get the higher improvement.

Table 4.5 The improvement of Students' Writing Descriptive Paragraph

	Orientation Test	Cycle I	Cycle II
Score	1345	1810	2240
Mean	48,03	64,64	80
R	0	7	26
%R	0	25%	92.85%

R : Number of students who got the score up to 75 points

%R : percentage of number of students who got the score up to 75 points

Table revealed in the test in cycle I the average 64.64, and there only 7 got the score up to 75 points. This figures showed the students' achievements in writing descriptive paragraph was still low and not satisfying. So, to achieve better result, the second cycle was conducted. There was increasing number of students who got score up to 75 points in the second cycle, there were 26 students got score up to 75 points with the percentage 92.85% and the students average score was 80.00. These numbers showed that the application of Think-Talk-Write strategy could improve students' skill in writing descriptive and increased the students' result. So the application of this strategy was effective.

The writer also concerned to the qualitative data to support the research finding beside quantitative data (students' test result). The qualitative data was valued from diary notes, obsevation sheet and interview sheet. Diary notes and observation sheet (Appendixes C and D) result helped the researcher to know that the students became more active and cooperative in teaching-learning process. The interview report. (Appendixes E) also showed the positive feedback from the students, they admit the Think-Talk-Write Strategy had helped them understand better in writing. The result of qualitative data indicated that the implication of Think-Talk-Write strategy had been successfully improving students' skill in writing descriptive paragraph.

Conclusion

After analyzing the data, the it is concluded that the students' scores increase during the cycles. It is seen from the improvement of the mean in orientation test was 48.03, the mean of test I was 63.75, and the mean of test II was 79.19. Moreover, the qualitative data showed that the students were more interested, enjoyable and have high motivation in writing descriptive by applying think-talk-write strategy. Therefore, it can be concluded think-talk-write strategy improved students' achievement in writing descriptive.

Suggestions

Related to the conclutions, some suggestions are pointed out as the following:

- a. English teachers; are advised to use think-talk-write strategy in writing descriptive in teaching learning process, because it's proven that this strategy improved the students' achievement in writing descriptive easily and creatively.
- b. The Students; are suggested to use the strategy because, it can improve the students to more interested and enjoyable in writing. Especially writing descriptive, because the students can choose the topic about their experience.
- c. The readers are advised to explore the further knowledge to enlarge the understanding in writing descriptive and search reference because it can give good development.

Acknowledgement

Thank you for praise to Almighty Jesus Christ who has blessed and given the ability to the writer to complete this thesis with titled “Improving the students’ achievement in writing descriptive paragraphs by applying *Think-Talk-Write* strategy” as a partial fulfillment of the requirement for the degree of Sarjana Pendidikan at the English Department of Faculty of Languages and Arts (FBS), State University of Medan (UNIMED).

During the process of writing, the writer realizes that she can not accomplish without God blessing and supporting from many people. The writer would like to express her sincere gratitude to:

- ◆ Prof. Dr. Ibnu Hajar, M.Si., Rector of State University of Medan.
- ◆ Dr. Isda Pramuniati, M.Hum, Dean of Languages and Arts Faculty.
- ◆ Prof. Dr. Hj. Sumarsih, M.Pd., Head of English Department, and Dra. Masitowarni Siregar, M.Ed., Head of English Education Study Program.
- ◆ Prof. Amrin Saragih, M.A, Ph.D as her consultant.
- ◆ Tropinus Tambunan, Spd, the headmaster of SMA PARULIAN 1 Medan and Rona Sihombing, S.Pd, the English teacher who had helped the writer during conducting the research in that school and also to all students of class XI IPA 1.
- ◆ D. Tambunan, BA and D. Simanjuntak, BA, her beloved parents, her sisters and her brother, and his big family who always supported the writer to be hard working to finish his study in faculty of Languages and Arts, State University of Medan.
- ◆ Her beloved friends, students of English Department, A-C class Ext, her friends in Medan and all people that can not mentioned one by one.

May all the assistance , support, and simplicity given by all of the people can be their charity and got merit from Jesus christ, amin

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